

**Report of the
Accreditation Visiting Team**

**Granger High School
3690 South 3600 West
West Valley City, Utah 84119**

November 3-4, 2004



Utah State Office of Education
250 East 500 South
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Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Granger High School
3690 South 3600 West
West Valley City, Utah 84119**

November 3-4, 2004

UTAH STATE OFFICE OF EDUCATION

**Patti Harrington, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, November 3-4, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Granger High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Parley Jacobs is also commended.

The staff and administration are congratulated for their desire for excellence at Granger High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Granger High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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GRANGER HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Parley B. Jacobs Principal
Daniel Snarr Assistant Principal
James Taylor Assistant Principal

Counseling

Robert Gonzales Counselor
Thomas Hansen Counselor
Richard Jenkel Career Counselor
Marci Mills Counselor
Annette Swenson Counselor

Support Staff

Cafeteria

Lois Baxter	Barbara Hammond	Tamra Tice
Jolene Chamblee	Lillian Hiler	Kathy Webster
(Supervisor)	Ethel Kimber	June Wogerman
JoAnn Child	Laurie Mayfield	
Theresa (Tess) Fife	Mona Nielson	

Clerical

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Elaine Fernandez	Debbie Okelberry	Suzanne Whiting
(Registrar)	(Administrative	(Comprehensive
Christine Fox	Secretary)	Guidance Clerk)
(Counseling Secretary)	Andrea Petty (Career	Erin Winkler
	Center)	(Bookkeeper)

District Support Personnel

Michael Caldwell	Rebecca Doersam	Terri Jackson (Hearing)
(Computer	(Vision)	
Technology/STS)	Linda Hew-Len (Nurse)	

Sharon Johnson (Special
Education
Coordinator)
Donna Lloyd (Work-
Based Learning Spec.)
Karen Maese (Speech)
Ellis Maxwell (Police)
Mariah Okelberry
(EDNET Facilitator)

Nancy Parimore (Self-
Contained
Coordinator)
Patricia Paur
(Behavioral Health
Assistant)
Theresa Richardson
(Tracker)

Dennis Sehy
(Psychologist)
Debbie Shorten
(Employment
Specialist)
Sara Spencer (BD Social
Worker)

Teacher Aides/Paraprofessionals

Sugar Ahio (Football
Paraprofessional)
Pule Alo (Football
Paraprofessional)
Tausisii Auva'a
(Volleyball
Paraprofessional)
Karen Broadhead (Lab
Manager)
Sharon Bullock
(Preschool)
Holly Garrett (Resource
Aide)

Paniani Ioelu (Football
Paraprofessional)
Jeff Judd (Football
Paraprofessional)
Kacie Maddy (I.D. Aide)
Charles Miller (Football
Paraprofessional)
Manu Mulitalo (Football
Paraprofessional)
Karen Newton (L.D.
Aide)
Ryan Olsen (Football
Paraprofessional/BD
Aide)

Jill Patterson
(Choreographer/Dance)
Charlotte Pierce (Swim
Paraprofessional)
Gerald Powers (ID Aide)
Leticia Priest (ESL Aide)
Eddie Stinnett (Contract
BD. Aide)
Jared Webb (YESS
Aide)
Shelley Whitehead
(Trainer)

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Harold (Harley) Jensen
Douglas Leonard
Allen Lowe
Todd Nielson (head)

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Terry L. Van Otten
Stacey Lee Walter
Sweepers
Kathy Fogel
Ryan Hobbs

Don Johnson
Kyle Kimber
Harold Myers
Alexander Ray
Blake Turner

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Jacqueline C. Catten
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JoyLynn Clark
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Danny Eckert
Kristin Estes
Jamie Fockel
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Eric Freitas
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Marilla Jameson
Jelena Jensen
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Adeena Lago
Scott Lewis
Keith Lopati
Nancy Marr
Karol Meryhew
Marilyn Miller
Virginia Moon
Christopher Moore
Susan O. Moore
Justin Nelson
Hyrum Okeson
Brandy Oliver

Jerry Parker
Rhondalee Paskins
Steven Paur
Reiner R. Prawitt
Toni Pray
Jerry Randall (police)
Judith Reese
Patricia A. Sargent
Robert Scott
RaSchelle Davis
Shoultes
Thomas E. Sparks
Teresa Turner
Montee L. VanKeuren
S. Gene Van Tassell
Brenda K. Wilde
Sandra S. Woodward

GRANGER HIGH SCHOOL

MISSION STATEMENT

Granger High School's mission is to teach, prepare and encourage all to reach and commit to their potential.

BELIEF STATEMENT

We believe:

- Each student has the right, responsibility and the opportunity to learn.
- A safe, clean and secure environment allows for effective teaching and learning.
- Learning and teaching are continuous processes.
- Diversity enhances a student's understanding of self and others.
- Students can demonstrate mastery of the curriculum.
- We can achieve our potential when we take ownership and are accountable for our choices and actions.
- In promoting self-worth, respect, service and excellence.

MEMBERS OF THE VISITING TEAM

Mont Widerberg, Alta High School, Jordan School District, Visiting Team
Chairperson

Jim McCoy, Lake Ridge Junior High School, Alpine School District

Edy McGee, Indian Hills Middle School, Jordan School District

Todd Smith, Provo High School, Provo School District

Ken Spurlock, Alta High School, Jordan School District

Deborah Swensen, Jordan High School, Jordan School District

VISITING TEAM REPORT

GRANGER HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Granger High School opened in 1958 in a predominately rural/agricultural community. The school and the surrounding area have undergone dramatic changes over the years, including a transition from a rural neighborhood and homogenous school clientele to a highly mobile, multiethnic community and rapidly changing urban educational center.

Granger High School has received many accolades. During the 1992-1993 school year, Granger High School received recognition as a Blue Ribbon High School and received the Utah Governor's Award for Excellence. Tradition has played an important part in all of the student activities at Granger High. This tradition continues to hold true with an emphasis on success in academic and extracurricular activities.

The dynamics of the student population at the school have changed dramatically over the past ten years. Student diversity has been emphasized positively to add strength and character to the programs at Granger High, and has helped create the congenial atmosphere found in the school. The dynamics of the school have compelled an investigation of data-based approaches to changes affecting the way education is delivered to students. Historically, Granger High School has been proactive in creating innovative programs and providing funding to help students who were struggling in school. In recent years, funding for these innovative programs has diminished, and this has created new challenges for the school. Granger High School has recognized the need for additional resources to meet the needs of student learning and continues to be actively involved in seeking grants and community support.

In spite of the present challenges, Granger High School is an amazing community devoted to a quality education program for the students. The school fosters an understanding of the change process, and has been actively engaged in a collaborative self-study process involving students, teachers, support staff, and parents. The self-study provided an overview of the significant indicators that affect student achievement. School demographics, student characteristics, student performance, stakeholder perceptions, and other types of information were examined. The data collected and examined helped to determine areas of concern and led to a collaborative plan for improvement.

a) *What significant findings were revealed by the school's analysis of its profile?*

A very diverse student population significantly influences Granger High School. Diversity of socioeconomic status and ethnic/racial composition is rapidly increasing, which presents major challenges to student learning efforts.

- b) *What modifications to the school profile should the school consider for the future?*

Achievement data needs to be presented in format that connects to school interventions/programs and their effectiveness. Links to the continuous improvement cycle need to be made in school profile and data reporting.

Suggested Areas for Further Inquiry:

- The school's diversity, both cultural and socioeconomic, is considered to be both a strength and a challenge. Direct attention to areas of professional development and collaboration is needed to discover further interventions and teaching strategies to meet the needs of the school's diverse population.
- Granger High School recognizes the need to gather and analyze data, and collaboratively plan what improvement activities to do or undertake. As the school becomes more data-driven, it should extend the current practice to incorporating the collection and study of data in order to monitor and evaluate the effectiveness of improvement activities over time. Special attention should be given to the monitoring of outcomes data, because the school will need to respond to the results.
- In an effort to identify specific student achievement targets, both the Utah State Core Tests and nationally normed test scores should be disaggregated by content cluster and proficiency level (substantial mastery, sufficient mastery, partial mastery, minimal mastery) for each grade and or class. The school is encouraged to identify students or groups of students requiring additional support or alternative instructional opportunities or programs. Areas of inquiry could include attendance, discipline, grade point averages for the various subject areas, student matriculation patterns into different courses (general, Honors, AP, etc.), and patterns of performance and student participation based on gender, ethnicity, and grade level.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The school stakeholders have engaged in significant efforts to collaborate in a meaningful self-study process. All stakeholders should be commended for their desire to engage in those processes that promote increased student learning and organizational improvement.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study report is generally accurate in reporting the strengths and limitations of the school. The report is thoughtful and rather comprehensive. There is a need within the report to more clearly present the stakeholders' understanding of the school improvement process as a continuous cycle that links individual, departmental, organizational, and community efforts in instructional improvement to increase student learning.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Granger High School's desired results for student learning (DRSLs) are as follows:

1. Communication Skills
2. Problem Solving Skills
3. Personal and Social Skills
4. Grade-level Competency/Curriculum Mastery Skills
5. Technology Skills

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

Granger High School has done an excellent job of establishing a consensus-building process that involves the school community in defining the school's beliefs, mission, and goals, and that includes building a shared vision through the mission statement. The faculty members are committed to carrying forward the mission and beliefs of their school. The faculty began the process by meeting together as a full group, then they broke into smaller groups for refinement and revision. The entire faculty met again to review the final versions. This process generated much discussion and thought. Although the faculty was very collaborative while developing the mission statement, beliefs, and desired results for student learning, other important school stakeholders include students,

community members, and classified personnel. These groups need to be part of the school team in building a shared vision of the school.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

Granger High School's belief statements are comprehensive and address key issues pertinent to effective decision making and policy development in the school. The mission statement describes the purpose and direction for the school. It reflects a focus on student learning as the top priority for the school. Both the mission statement and the belief statements guide the desired results for student learning. The Visiting Team found consistent evidence that the administration fosters cohesion among faculty members and keeps them focused on student learning.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

Most of the goals of Granger High reflect the school's priorities for improving student learning and improving instructional and organizational effectiveness. However, some of the goals are not measurable. The Visiting Team found evidence of strong verbal buy-in of the desired results for student learning; however, there is a sense that not all faculty members are fully committed to the idea that all students can learn.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

In conversations with department chairs, focus group leaders, and faculty members, the Visiting Team found strong evidence that the school bases its curriculum on the Utah Core Curriculum and Utah Life Skills. Furthermore, it recognizes that Granger High has developed a plan focused on ensuring the alignment of teaching strategies and learning activities, instructional support and resources, and assessments of student learning within the curriculum. The Visiting Team recommends that the curriculum be evaluated based on the extent to which it supports students' achievement of the goals for their learning.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The Visiting Team commends Granger High School for its extensive collaboration within departments. Furthermore, the team found evidence of an effort to begin working across disciplines. Teachers reported on collaboration between the fine and performing arts and the English and Math Departments. Additionally, the Visiting Team found evidence that the Special Education Department has a framework in place so that regular education teachers and special education teachers can collaborate to meet the special needs of the resource student. The Visiting Team recommends that this collaboration continue and expand to include all teachers. Faculty, administration, and students recognize that their diversity is an asset. However, the Visiting Team strongly recommends that faculty members receive additional professional development so that they can better meet the language issues of their large ESL population.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Instructional time is protected and appropriately allocated to support student learning. Teachers reported to the Visiting Team that assemblies and other activities that would normally take away from the teaching time are hard to hold due to auditorium size restrictions; therefore, the teachers feel that they do have their fair share of time.

Effective classroom management and organizational strategies are used to maximize students' academic engaged time.

A positive academic learning climate is established at Granger High School. During classroom visits the Visiting Team was impressed with the learning climate in each room. Students are engaged in learning and discussion, and teachers are working to keep students involved.

An emphasis is placed on both students' achievement of essential knowledge and skills, and higher order thinking skills that require students to apply their learning in meaningful contexts.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The Visiting Team met with the school administration to discuss professional development activities and best practices used. The team witnessed or was informed of the following instructional strategies being used:

- Improved note-taking techniques
- Use of group work

- Curriculum layering
- Differentiated instruction
- Portfolios
- Direct instruction
- Computer mini-labs
- Multimedia
- Lab work (seen in foods, drafting, auto, metals, and art classes)

Granger High is also promoting the Six Traits of Writing for improved writing skills; however, it seems as though the program is still in its earliest stage and is not yet used across the curriculum. The administration reports that time is being devoted to this program for enhancement, so in the future we should see improved results.

c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Students are provided, on a consistent basis, with a variety of different opportunities to receive additional assistance to improve their learning. Some methods the Visiting Team witnessed included:

- Before-school and after-school help from teachers.
- The Learning Center, which is a class provided for students to get remedial credit or enrichment credit through a packet program. In the past, when grant money was available, it was also run after school. Grants are being applied for now to get this program available again after school. For one year in the interim, it was run by the community school program, but at a higher cost to the students.
- Relevant field trips geared toward curricula for student enrichment.
- Coordination among music, drama, and art for the production of the school play.
- Attendance tracking by teachers of at-risk students who do well in some classes but struggle in others. Teachers watch the attendance and grades of up to four students through the year, and talk with those students while they are in that teacher's class. This helps create a bond between the teacher/student and helps build academic success.
- Many teachers reported eating in their rooms so they could provide lunchtime help.
- EDNET classes are available to be taught and received at Granger High. Classes taught include AP Music Theory and Harmony; French 2, 3, 4, and 5; AP Spanish; AP European History; and AP Chemistry.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

Teachers are required to provide disclosures at the beginning of the school year that delineate expectations for student performance. Teachers provided evidence to the Visiting Team that the State Core Curriculum was the guiding factor in planning curricula to be taught. State testing is also taken from the Core Curriculum, and teachers know not to wander far from it. Teachers have watched the tests through the years, and are familiar with the ways in which the tests can help guide them in their curriculum choices.

The focus group report indicates that not all teachers have had training in creating assessment rubrics. These rubrics will help teachers and students understand the levels of instruction, and help forecast test results. An additional area of concern is the fact that Granger High School has a high number of students not proficient in English. Assessment scores will be affected when good students do not have the language proficiency to read, understand, and answer the assessment questions.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The members of the Visiting Team witnessed, within the scope of their time in class, that assessments were geared directly to the subject being taught. Teachers and administrators understood the need for well-developed assessment methods. Testing was kept within the scope of best practices, and teachers commented that they review the scores to help with assessing the upcoming curriculum design. Teachers also understand the purpose of Individualized Education Plans for students, and how to guide their assessments accordingly.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The Visiting Team believes the school is using assessment methods and grading practices in a fair and equitable manner. However, this statement does stand on shaky ground due to the number of special education/resource students and ESL students registered at the school. The Visiting Team is very impressed with the school's ambitious attitude toward embracing these students and providing a fair, equitable, and productive educational environment for them.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The leadership of the school is playing a vital role in promoting quality teaching and learning. The leadership team is knowledgeable about the essential components needed for quality instruction and learning, and is making a genuine effort to incorporate those principles into the school culture.

There is a positive learning climate in place at Granger High. Interactions among the administration, staff, and students are geared to a positive approach rather than a punitive approach. Teacher initiative to explore best practices in teaching and learning is encouraged by the school's leadership. The need for further staff development is recognized by all stakeholders.

- b) *To what extent does the school leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

An extensive effort is made by the school's leadership to use data and best practices to promote school improvement. The efforts of the school leadership are being further facilitated by the genuine commitment of the school's faculty to the school improvement process. The opportunity to further develop and refine processes for reviewing academic achievement data and incorporating it into instructional improvement programs is recognized as a critical component of meaningful future collaboration among stakeholders.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Student progress is carefully monitored and used in the decision-making process to guide school improvement efforts. The efforts of the school leadership can be enhanced by a more clear and systematic presentation of all subgroup data. The leadership recognizes that this component of assessment must be concentrated on as the next step of school improvement.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The school leadership is wise and judicious in the management of general school operations. The leadership of the school appears to be well grounded in the stewardship philosophy of school leadership. The positive approach by the school leadership has promoted a sense of belonging among the students and contributes

to the general safety and welfare of everyone in the school. In addition, the school leadership is establishing and promoting high learning and behavior expectations.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The school leadership makes final decisions regarding the allocation and use of school resources, but it is evident that involved stakeholder groups provide considerable input. Opportunities are provided and supported by the leadership for other stakeholders to pursue and obtain additional funding and resources to support student learning. Some of the funding appears to be soft and could jeopardize programs in the future. School leadership and appropriate district members should carefully evaluate the funding needs of special programs for such a diverse school.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school leadership is working to encourage participation among all members of the school community. Some groups, specifically the Hispanic population, have been invited to participate in the process, but have not been involved yet. Some parents and students were involved in the focus groups and the school community council was also aware of the process, which helps empower some parents. Teachers played an active role in developing the plan and feel like they have a shared responsibility for helping all students learn. However, the school leadership is concerned about some of the parents' and students' commitment to student learning, and about community perceptions of the school.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The faculty, administration, and students have established a positive and productive working relationship with one another. Students acknowledged the care that teachers have for them and helping them to succeed. Students feel that the staff sincerely believes in and cares about them, and is there to help them learn the necessary skills to function in the working world. Students also feel that the staff is willing to help students obtain information to further their academic pursuits and vocational interests. The Visiting Team recognized that the students, parents, faculty members, and administration celebrate and support the diversity of the different ethnic groups within the school. Students expressed the desire,

however, to be able to integrate those cultural aspects more fully across the curriculum.

The school generally creates and sustains a good learning environment for students. The Visiting Team commends all faculty members for their commitment to the education of their students, and for working to meet the diverse needs of their community. The faculty is also to be commended for its work to include students in the special education program or clusters.

The faculty and staff work well with the administration and are committed to a continuing a sense of collaboration across the school. While there are many young teachers at Granger, there are also many teachers who have taught there for many years and have chosen to remain. The faculty and administration recognize the changing diversity of the school, embrace that diversity, and are working within departments to meet the school's changing needs. Through the process of accreditation, collaborative and interdependent teams have been formed to achieve goals—teams in which every member of the faculty was involved. This collaborative effort is also evident in the implementation of numeracy and literacy goals within the teachers' curricula. However, the faculty recognizes the need to further extend this collaboration to the community.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

The school engages parents and families as partners in the learning process. There are after-school tutoring sessions in math, with individual teachers and in the Career Center. Additionally, the school offers an extended summer program. Representatives from the PTSA and School Community Council stated that the administration is very receptive of the needs of the community and is very approachable. The school and PTSA recognize the need to increase parents' knowledge and understanding of available programs and foster a better sense of community involvement. They recognize the cultural barriers that exist and the need to educate parents to overcome those cultural barriers.

The school recognizes a lack of cohesiveness in working with feeder schools to present a consistent instructional program. Parents expressed the feeling that students at the feeder programs do not know about the opportunities at Granger, and they feel that improved communication would be positive.

The school builds collaborative networks of support with community members and groups, youth-service agencies, government leaders, and businesses. Individual departments have established connections with the community to enhance the learning of students. The performing arts program also accesses the community through the City Symphony Orchestra, and by bringing in members of the Polynesian community to help with a choir. The school is to be commended for its work with the night school program that helps both the students and the

community. The administration and teachers expressed a desire to find more funding and opportunities to involve students in authentic learning experiences in the community.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Granger High School's administration is providing many opportunities for professional development. The Visiting Team witnessed talk of the Six Traits of Writing being used in the classroom, as well as numeracy standards. The district has scheduled time for late-start days once a month, providing time for teachers to spend with professional development topics and applications. During the last year this time has been devoted to the school's self-study and the development of a schoolwide focus. The faculty members are now utilizing the time to expand their understanding of teaching strategies. The faculty members do seem open to professional development, and they also accept that time will be needed to adapt the changes into their own programs.

An area of concern, however, is the time allowed for integration of professional development topics. The Visiting Team found that, while members of the faculty appreciated the variety of professional development topics, they requested sufficient time to make sure that prior topics are properly integrated across the curriculum before new topics are introduced.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

Granger High School is an amazing community devoted to a quality education program for the students. The school fosters an understanding of the change process. Professional development sustains the commitment to continuous improvement and renewal. This is demonstrated by the majority of the faculty members who are open to the opportunities provided to them.

Teachers report that the most successful professional development topics are those taught on-site. Teachers value their input into topic choice and appreciate the rewards for attendance and implementation.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Granger High School's instructional and organizational practices, as well as its policies and procedures, support the DRSLs and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned group of personnel for guidance includes a minimum of one full-time person for every 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs, and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V – Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such records, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII – Preparation of Personnel

This standard is met. All professional personnel are in compliance with the licensing requirements of the State of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII – Administration

This standard is met. The administration of Granger High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard is **not** met. Due to the A/B block schedule, several teachers have student loads that exceed the Utah standard. Twenty-one teachers are on extended contract, and thus are assigned to teach extra class periods. Eleven of these teachers have teacher loads in excess of 210 students.

Standard X – Activities

This standard is met. Granger High School supports a range of activities that supplement the basic instructional program by providing additional experiences and opportunities for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The schoolwide action plan is organized to support the school's desired results for student learning. Action plan projects are focused primarily around curriculum concerns. School goals support improving student learning and achievement. As the school continues its self-study, new or additional needs may be identified. As the school implements recommendations from the Visiting Team, adjustments to the action plan can be made when necessary.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and system-wide?*

It is clear that the faculty, staff, and community of Granger High School support the inquiry process involved in the self-study. The action plan presented in the

report provides a detailed timeline, responsible individuals, resources for implementation of the plan, and measurable outcomes.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

Granger High School's action plan provides a system for monitoring the implementation of each area of focus. The Visiting Team recommends that the school use the measurable outcomes to assess the success or lack of success for each area of focus and make necessary adjustments to the action plan. The Visiting Team feels confident that the school's administration possesses the leadership skills necessary to guide the school in the accomplishment of the goals of the plan.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- Granger High School has a great legacy. Granger has received numerous awards and recognitions for excellence throughout the school's history, including being named a Blue Ribbon High School. Granger High School's community demographics are changing, and at present comprise a highly mobile and diverse student population. The Visiting Team commends the school for continuing its standards of excellence and exhibiting a willingness to address students who are struggling in school.
- The Visiting Team recognizes the tremendous collaborative effort made by the staff to complete Granger High School's self-study under the direction of two different administrations.
- Students and faculty love Granger High School. There is a student- and staff-friendly environment. This comfortable environment extends to the community. Students, faculty members, and parents express great satisfaction with education and opportunities at Granger High School.
- Granger High School has recognized the need for additional resources to meet the needs of student learning. Granger High has been actively involved in seeking grants, community support, etc.

Recommendations:

- There is a need to continue collaborative engagement in inquiry regarding best practices in areas of curriculum, instruction, and assessment. The school needs to engage in ongoing dialogue, as well as continuous improvement of individual skills and expertise on behalf of all students.
- It is important that all stakeholders understand that Granger High School's desired results for student learning should be implemented schoolwide and are for all students. The school has five desired results for student learning, each supported by numerous indicators. It is suggested that the school leadership use the school's data to drive an implementation schedule that is deliberate, systematic, and reasonable. The Visiting Team strongly recommends that a rubric for the school-wide results for student learning be developed. This rubric may, in turn, be used to analyze the effectiveness of the desired results for learning over time.
- The Visiting Team recommends that the school collaboratively plan what additional improvement activities to undertake. It is recommended that additional activities that are data-driven be included in the present action plan. As the school becomes more data-driven, it should extend current practice to incorporating the collection and study of previously suggested additional data in order to monitor and evaluate the effectiveness of improvement activities over time. Special attention should be given to the outcomes, because the school will need to act on the results—Plan, Do, Study, Act.
- The Visiting Team has found evidence that the school recognizes the value of diversity. However, during the visit the Visiting Team found discrepancies among the involvement of various ethnic groups. The Visiting Team strongly recommends that an addition be made to the school's action plan to address this issue.